

## DAFTAR PUSTAKA

- Adadan, E. (2013). Using multiple representations to promote grade 11 students' scientific understanding of the particle theory of matter. *Research Science Education*, 43, hlm. 1079-1105.
- Adadan, E. (2014). Investigating the influence of pre-service chemistry teachers' understanding of the particle nature of matter on their conceptual understanding of solution chemistry. *Chemistry Education Research and Practice*, 15, hlm. 219-238.
- Adadan, E. & Savasci, F. (2012). An analysis of 16-17-year-old students' understanding concepts using a two-tier diagnostic instrument. *International Journal of Science Education*, 34(4), hlm. 513-544.
- Bella, S., Sahputra, R., & Erlina. (2012). *Analisis pemahaman konseptual dan algoritmik materi kelarutan dan hasil kali kelarutan SMAN 4 Pontianak*. [Online] Diakses dari: <http://jurnal.untan.ac.id/index.php/jpdpb/article/viewFile/3311/3324>.
- Bonello, M. (2008). *Sixth grade students' mental model of physical education concepts: A framework theory perspective*. (Disertasi). University of Maryland, College Park.
- Brown, T.L., dkk. (2012). *Chemistry: The central science*. (edisi kedua belas). USA: Pearson Prentice Hall.
- Chandrawati, D. (2014). *Profil model mental siswa pada materi kesetimbangan kimia dengan menggunakan TDM-Two-tier*. (Skripsi). Fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam, Universitas Pendidikan Indonesia, Bandung.
- Chang, R. & Overby, J. (2011). *General chemistry: The essential concepts*. (edisi keenam). New York: McGraw-Hill.
- Davidowitz, B. & Chittleborough, G. (2009). Linking the macroscopic and sub-microscopic levels: Diagrams. Dalam J.K. Gilbert & D. Treagust (Penyunting), *Models and modeling in science education: Multiple representations in chemical education* (hlm. 169-191). (t.k.): Springer.
- Devetak, I., Vogrinc, J., & Glažar, S.A. (2009). Assessing 16-year-old students' understanding of aqueous solution at submicroscopic level. *Research Science Education*, 39, hlm. 157-179.

**Arini Fadilah, 2016**

**PROFIL MODEL MENTAL SISWA PADA MATERI KELARUTAN DAN HASIL KALI KELARUTAN DENGAN MENGGUNAKAN TES DIAGNOSTIK MODEL MENTAL TIPE PILIHAN GANDA MULTI TINGKAT (TDM-MT)**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Ebbing, D.D. & Gammon, S.D. (2009). *General chemistry*. (edisi kesembilan). Boston: Houghton Mifflin Company.
- Eilam, B. & Gilbert, J.K. (2014). The significance of visual representations in the teaching of science. Dalam B. Eilam & J.K. Gilbert (Penyunting), *Science teachers' use of visual representations* (hlm. 3-23). Swiss: Springer International Publishing Switzerland.
- Gilbert, J.K. & Boulter, C.J. (2000). *Developing models in science education*. Dordrecht: Kluwer Academic Publishers.
- Jansoon, N., Coll, R.K., & Somsook, E. (2009). Understanding mental models of dilution in Thai students. *International Journal of Environmental & Science Education*, 4(2), hlm. 147-168.
- Jespersen, N.D., Brady, J.E., & Hyslop, A. (2012). *Chemistry: The molecular nature of matter*. (edisi keenam). USA: John Wiley & Sons, Inc.
- Lisdiani, A.B. (2014). *Profil model mental siswa pada sub-materi kesetimbangan kimia dengan TDM-POE*. (Skripsi). Fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam, Universitas Pendidikan Indonesia, Bandung.
- Maharani, T.Y., Prayitno, & Yahmin. (2013). *Menggali pemahaman siswa SMA pada konsep kelarutan dan hasil kali kelarutan dengan menggunakan tes diagnostik two-tier*. [Online]. Diakses dari: <http://jurnal-online.um.ac.id/data/artikel/artikel6DD5292F2EA988FB46FC08A2F98579A9.pdf>.
- McMurry, J.E. & Fay, R.C. (2012). *Chemistry*. (edisi keenam). USA: Pearson Prentice Hall.
- Önder, I. & Geban, Ö. (2006). The effect of conceptual change texts oriented instruction on students' understanding of the solubility equilibrium concept. *H.U. Journal of Education*, 30, hlm. 166-173.
- Petrucchi, R.H., dkk. (2011). *General chemistry: Principles and modern applications*. (edisi kesepuluh). Toronto: Pearson Canada.
- Pinarbaşı, T. & Canpolat, N. (2003). Students' understanding of solution chemistry concepts. *Journal of Chemical Education*, 80(11), hlm. 1328-1332.
- Russel, J.W., dkk. (1997). Use of simultaneous-synchronized macroscopic, microscopic, and symbolic representations to enhance the teaching and learning of chemical concepts. *Journal of Chemical Education*, 74(3), hlm. 330-334.

**Arini Fadilah, 2016**

**PROFIL MODEL MENTAL SISWA PADA MATERI KELARUTAN DAN HASILKALI KELARUTAN DENGAN MENGGUNAKAN TES DIAGNOSTIK MODEL MENTAL TIPE PILIHAN GANDA MULTI TINGKAT (TDM-MT)**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Silberberg, M.S. (2007). *Principles of general chemistry*. New York: McGraw-Hill.
- Sukardi. (2011). *Metodologi penelitian pendidikan kompetensi dan praktiknya*. Jakarta: Bumi Aksara.
- Treagust, D.F. (1995). Diagnostic assessment of students' science concepts. Dalam S. Glynn dan R. Duit (Penyunting), *Learning science in the schools: Research reforming practice* (hlm. 327-346). New Jersey: Lawrence Erlbaum Associates.
- Tümay, H. (2014). Prospective chemistry teachers' mental models of vapor pressure. *Chemistry Education Research and Practice*, 15, hlm. 366-379.
- Tüysüz, C. (2009). Development of two-tier diagnostic instrument and assess students' understanding in chemistry. *Scientific Research and Essay*, 4(6), hlm. 626-631.
- Wang, C.Y. (2007). *The role of mental modelling ability, content knowledge, and mental models in general chemistry students' understanding about molecular polarity*. (Disertasi). Faculty of Graduate School, University of Missouri, Columbia.
- Whitten, K.W., Davis R.E., & Peck L. (2008). *General chemistry*. (edisi ketujuh). Belmont: Brooks Cole Pub.
- Wiersma, W. & Jurs, S.G. (2009). *Research methods in education*. USA: Pearson.
- Wiji. (2014). *Pengembangan desain perkuliahan kimia sekolah berbasis model mental untuk meningkatkan pemahaman materi subjek mahasiswa calon guru kimia*. (Disertasi). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.